Here We Start

Recorder



THE ZANER-BLOSER COMPANY

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COLUMBUS 8, OHIO

Dear Children,

This is your first writing book. From it I hope you learn to print well.

I know what little girls and boys like to print as I have little boys and girls of my own. I have many nice things in this book for you to read, spell, draw, and print.

You will enjoy the stories about Tom, Fan, and Sue. They are happy children.

I wish happy days for you.

Frank N. Freeman, Ph.D.

To the Teacher:

GENERAL PROCEDURE

How to Develop Each Lesson

- 1. Read and discuss the unit with the class until each member is familiar with it. Have them write it on the blackboard. Write the top line first and then each part separately and at different times. Help each pupil to visualize by criticism of form and direction of strokes until he can recall and write each word satisfactorily.
- 2. Have them practice on the board and on other paper before recording it in this book.
- 3. Record each unit on the page provided in this book. It may be written one word or one sentence at a time and at different times.

Blackboard and Seat Writing

Have the first writing done on the blackboard. This enables the children to use large, free strokes and to compare their work with the other pupils' and the teacher's writing. It is a good plan for the first several weeks to have all the writing done on the blackboard. Seat writing may be begun in from two to three months. Permanent lines may be drawn or painted on the board.

Materials

For writing at the desk, materials should be used which minimize the difficulties of writing for the beginner. Ruled paper with base lines one inch apart and guide lines one-half inch apart should be used. A pencil with a large, soft lead so as to make a broad mark or stroke is helpful.

Position

Study the position illustrations for help with position when writing at the board and on paper. The paper should be placed squarely on the desk so that vertical downstrokes will be made toward the body. The chalk should be held with the blunt end pointed toward the palm of the hand, as shown in the picture. The pencil should be grasped lightly and held in a comfortable position.

The Left-Handed Child

All children should be taught to write with the right hand unless they are strongly left-handed or offer vigorous resistance in the attempt to teach them to use their right hand. In that case they should be allowed to use their left hand and should be taught how to use it. (See Teachers' Manual for various types of tests which may be administered to determine the dominant hand).

Published and Copyrighted 1948 1957 Edition The Zaner-Bloser Company

Columbus 8, Ohio



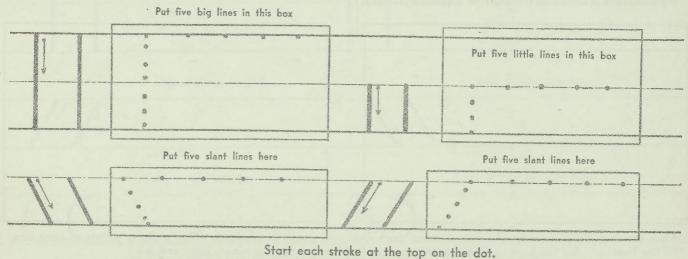


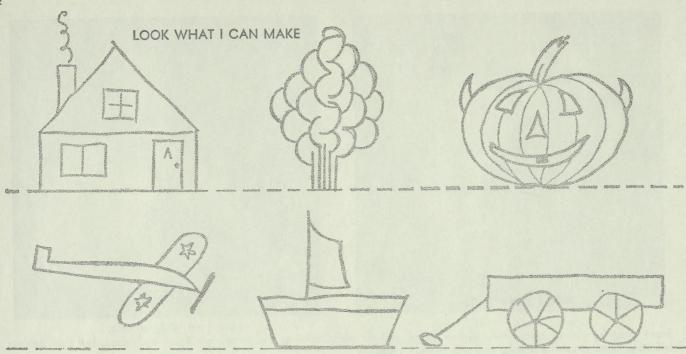
How I stand at the board.

Start right by taking care how children stand and sit while writing. The reading is for the children, but the teacher will help them read the words, and will explain them.

Forming the Letters

Show the children how each letter is written. Refer to the alphabet on the back cover page for the order of the strokes. Be sure the child begins each stroke at the right point and makes it in the right direction. This requires close observation on the part of the teacher.

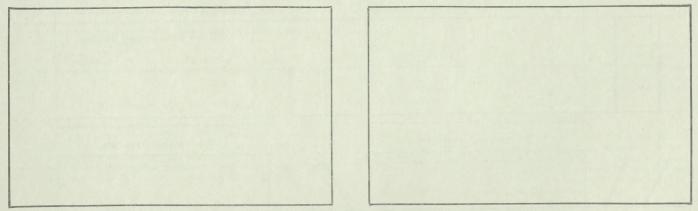




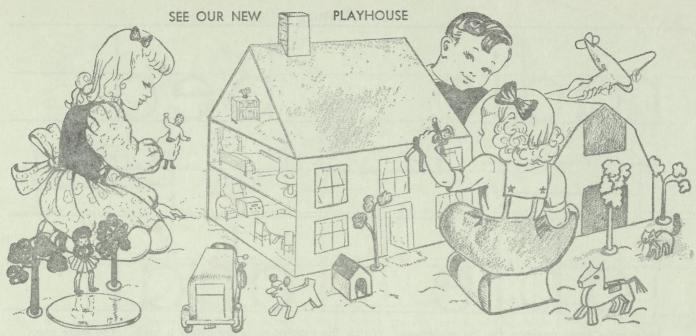
This is your SEE AND DO page. Draw the pictures on the board. Show me how you hold your chalk.

Directions—Left and Right

Certain exercises and games can be engaged in to help the child distinguish between right and left directions. This knowledge acquired in the early weeks of school will help him in reading and in writing and will be a time saver to both the teacher and the child in following instructions. (See Teachers' Manual for suggestive exercises).



After drawing the pictures on the board, trace them with your pencil in this book. Now make a picture in each box. To the Teacher: Ask the boys and girls questions which will involve the directions - right and left.



Let's talk about the picture. How many think they can draw a window? What else in the story can you draw? To the Teacher: Review downstrokes and teach circle strokes.

Make 5 tall lines here

Make 7 short lines here

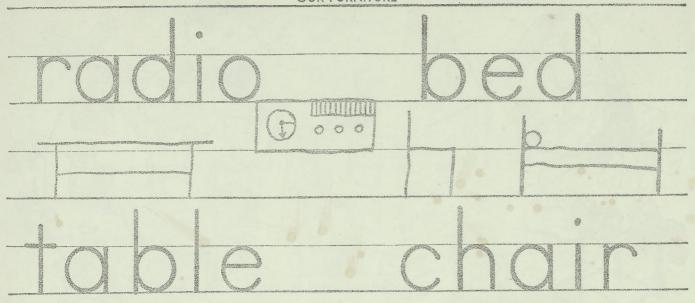
Make 6 slant lines here

Make 6 slant lines here

Make 6 lines here like these

Make 6 lines here like these

To the Teacher: Use directions right and left when teaching half circles.



Let's make some furniture for the playhouse. Watch the teacher while she makes a table. You make one.

Draw table

Draw bed

When you have drawn all of the pictures (one at a time and at different times) draw a picture in one of the boxes. Can you write the name of your picture? To the Teacher: Do all the children draw the horizontal lines from left to right?



Ourlone

Here is a happy, busy family. What is each one doing? What are the names of the children? Let's talk about Our Home. On the board write Our Home. Did you make the o's round? Try it again until you can make each o round.

Tomonoue Looy girlooky Tother Mother

Let us look at the picture. Point to each member of the family and name them. Read and talk about each name. Name the people on the right side of the walk—on the left side of the walk. Write each name on the board.

SDOWS SUITED TO SUITE OF SUITE

Tom and Fan are on their way to school. Fan has on her red dress and Tom has his new cap in his hand. What do your friends wear to school? Practice r and s.

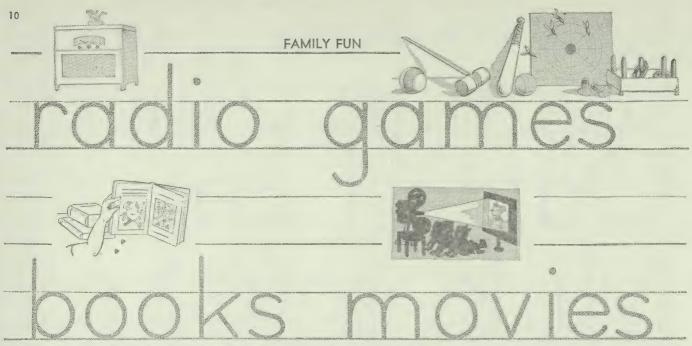
Write one of these new words each day on this page. Learn to space between words. To the Teacher: To record a full line add **my, her,** or another small word.

Tom, Fan, and Sue all like to drink milk. Do you have a cup with your name on it? Learn to make g and k.

To the Teacher: Show the children that more spacing is needed between stick letters, as in **milk** and **fruit**, than between round letters, as in **bread** and **eggs**. Use the extra space for letter practice, or to write the name of a fruit.

Orange Juice Oas Joseph Milk Tods

We all had a good breakfast. What did you have for breakfast? Keep your O's round and your T's straight.



Write these words on the board. Watch the spacing between the letters. Then write some words of your own and ask your teacher to help you with them. Practice m and v.

My ball	My bat
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My Dook is ? I he bold other

Make the big letters tall and straight. Watch where you put y. Ask your to you can write without looking at them. Many teachers use name cards here.

Watch where you put y. Ask your teacher to see how many small letters Many teachers use name cards here.

To the Teacher: Group children whose names begin with the same big letter, then one explanation will serve several children at the board. Show each child individually how to write his name. Let him practice it and then write his first name on the outside back cover. Fill the top line with **My big book.**

Now we can write the numbers 1 and 2. Learn to make z, q, j, and x.

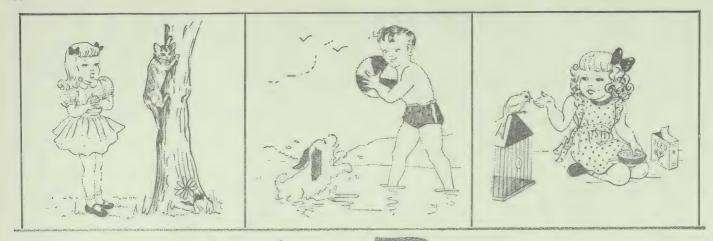
What do you buy in a jar, a box, or a bag?

Write the first line on the board, then on paper, now in this book. Make your letters stand up. Write one line at a time and on different days.



You will want to talk about fun with a sled and with skates. Keep each long line straight. Write the words as in spelling, then write them as a story.

On the first line make three big T's and three big F's. Now write the story on the next two lines. Are your a's and e's round?



Willes

What is the name of your pet? Do you

know in which space to set y and e when you write My Pets?

On line one write My three times. Now on the second line write Pets twice. Then on the third line write My Pets.

Mickis my cot. Jip is my dog. Dickis my bird.

Read this story. Set your finger between each word Can you close your eyes and see Jip is my dog?

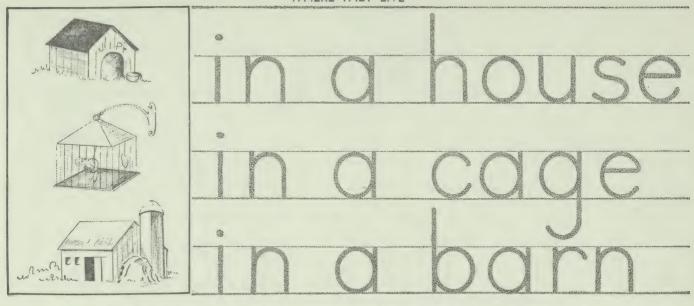
to see how we space. Let's write it as we see it.

Write the sentences on this page after practicing on other paper. Also write sentences such as: **Jip is my pal**, **Jip is small**, **Jip is kind**, and **Jip is brown**.

WHAT THEY DO WHAT THEY DRINK AND EAT WHAT THEY DRINK AND EAT

Let us talk about these words. Use the pet words in short sentences. Tell what each does and what each eats, such as: My cat can play, and He likes milk.

To the Teacher: To develop this lesson use extra paper then have the child record three short sentences above. Let each child select the pet he wishes to write about.



Show us how you test your spacing between words with your finger. Practice $\bf n$ and $\bf u$. To the Teacher: Use these phrases in sentences.



Trix is a beautiful pony. Look at the sentence until you can see each word.

dee my oony.

Close your eyes and see it. Now go to the board and write it without looking in the book.

Write the pony's name.
Practice x and p.

Use the top line for **See** and the center line for **pony**. Write the sentence on the last line. To the Teacher: Drill on **my pony** for correct placement of **y** and **p**.

It can run. When I ride it, I have fun.

After writing the jingle in words and sentences, bring to school a picture of a pony and write the jingle to be put under the picture. Practice h and f.

Write the last three lines of the jingle on this page. Write the whole jingle on special paper to be taken home to Dad. To the Teacher: See that children use only downstrokes when making big W.



Sea our gorden We work in it

Let's talk about our garden. Let's write some words about our garden. To the Teacher: Drill on capital ${\bf W}$ and small ${\bf w}$.

On the first line write our garden. Be neat. Now write two sentences about our garden such as: We work in it, and We plant seed. Are you making fat g's, a's, and d's?

Sow the seed. Water the soil. Pull the weeds.

How do you care for your garden? Plants need care and food just as Jip does. Write each word first, then the sentence. How does your finger fit between the words?

Deds condens FLOWERS TOOLS TOOLS SOUGHOE TOKE

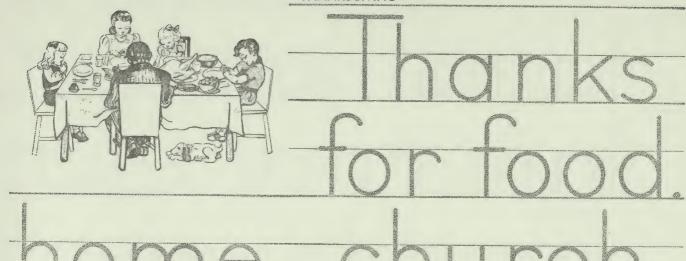
Is your garden a flower garden or a vegetable garden? What tools do you use in your garden? Let us look at the spacing between our circle letters and our stick letters.

On practice paper write the names of the vegetables, flowers, and tools. Let us make up and write some short sentences using these words. Make nice round o's and straight, tall I's and h's.

Plants need sun, soil and water.

On the board and on paper, write the sentences in this way: Plants need air. Plants need sun. Plants need soil. Plants need water. To the Teacher: Now is a good time to check the standing of your class.

Keep your big letter P tall and round. Let us check the spacing between the letters. To the Teacher: Use some method of marking and group the papers in three divisions.



What is Thanksgiving? What are you thankful for? What did you have to eat? Keep the $\bf n, h, m$, and $\bf u,$ well open, when writing these words.



Your teacher will fit this page into your own Christmas program. Practice t and r.

Write Trim the tree on the top line. Use the next two lines to write what you want for Christmas such as: I want a doll for Christmas. Ask your teacher to help with any words you cannot spell or write.

train toy plane track top doll truck top doll truck tree ball

What did you get for Christmas? Write these words to see if you can set them in the right space.

Practice each word by itself and at different times on the board and on paper before writing it in this book. Use the words on this page in a letter you write to Santa.

Come to our party leb. 14, at 2 o'clock.

Why don't you ask the Second Grade to come to your party? It's a Valentine Party. Practice party and o'clock before you write the invitation.

This is a funny bunny and his Easter eggs. Your teacher may mark your papers.

The little verse on this and the next page may be written to take home. Practice **g** and **f**.

Write the words one at a time and at different times on the board and on paper. Let us write an Easter story for mother.

Do your best to make this look neat. Use nice round O's on this page. Make flat tops on P, B, and D.

Is your writing easy to read?
To the Teacher: After the class has practiced each line separately, combine them to form the jingle.



Fan's birthday will be fun. Write all the numbers from 1 to 10 on the board.

CONTINOZOO OSUNTOX CONTINE five kite quit

Can you spell and write any of these words without looking at the book? Try it.

All of the little letters are used here in these twelve words.

Can you close your eyes and see each word as the teacher spells it? Now try to write the word as she spells it. Write short sentences using each of the words such as: My dog runs, The car is red, My kite flies, etc.

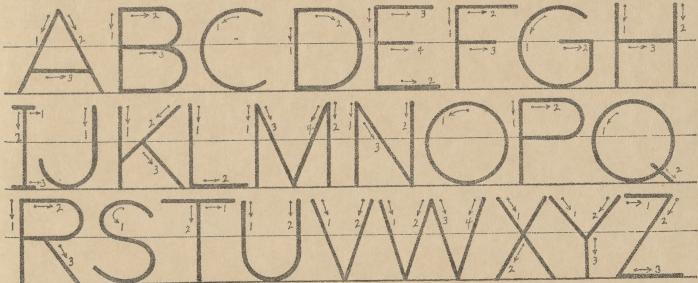
This was written by Pete Smith and is good writing for your grade. Do you write well enough for Second Grade writing?

HOW TO MAKE THESE NUMBERS

XYZ: 12345678910

Look at this page every day to see if you are making your letters right.

HOW TO MAKE THESE BIG LETTERS



The Zaner-Bloser Company, Columbus 8, Ohio

